General Education Annual Course Assessment Form

Course Number/Title ______Soci 80: Social Problems___________ GE Area _____D3_____

Results reported for AY : 2018/2019  # of sections ___5__  # of instructors ____3_______

Course Coordinator: ___Natalie Boero_____________ E-mail: _____natalie.boero@sjsu.edu______

Department Chair: _______Carlos Garcia__________ College: __________COSS_______

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Learning Objective 1: Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

As regards SLO 1, assessment using course activities, in-class discussions, term papers and in-class exams reveal that approximately 87% of students were able to “identify and analyze” society as a context for human life while also developing a nuanced understanding of human agency, social change, and social continuity. Particularly useful in achieving this success were discussions and assignments focused on the sociological imagination and lectures and discussion focused on the importance of the study of history in understanding contemporary social problems and how they impact individuals and groups. One professor based her assessment on performance of students writing a “sociological autobiography” helping them connect the varying dynamics at work in their lives with issues related to larger social problems that may impact them. In his sense, students are learning to see themselves and others as individuals in social context- individuals whose choices and very life chances are socially shaped yet not determined.

In addition, instructors reported using video clips, in-class polling via “clickers” and news articles on current events as a way to get students to discuss issues around social change and social continuity.

Lessons learned in conducting this assessment include the continued need to strive to integrate all aspects of the course so that students are able to continue to make connections between the course material and the social contexts in which they live.
What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

While no major modifications are planned for the upcoming year, instructors have discussed a stronger integration of current events and use of news media in the course as a way to have students make connections across topics and outside of the classroom.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Most sections of SOCI 80 are capped at 40 students however each semester one section of 120 students is offered. To address the large sections instructors are given additional assigned time that is used to increase meeting time with students during office hours. In addition, an ISA is assigned to the course to provide instructional support.